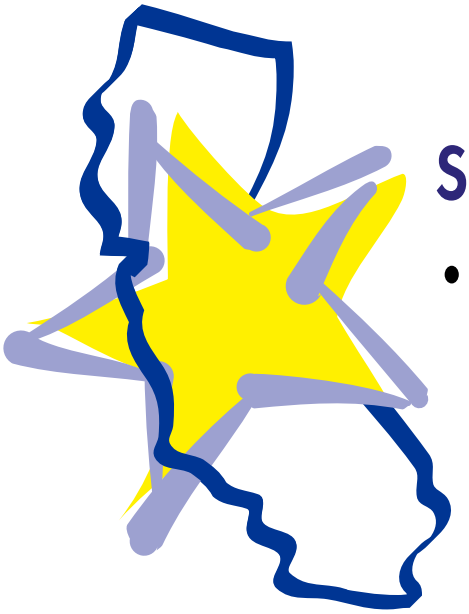
Reporting 2002 STAR Results to Parents/Guardians

Assistance Packet for Districts/Schools



Sample Parent Materials

- Sample Parent Materials For Reporting STAR 2002 Results
- For Reporting 2002 SABE/2

May 2002

prepared by the

Standards and Assessment Division

California Department of Education

Reporting 2002 STAR Results to Parents/Guardians Table of Contents

Section III

Section IV

Section III

Sample Brochure — *Reporting 2002 STAR Results to Parents/Guardians*

Grades 2–5

- **Sample School/Home Newsletter Insert**
- **Sample Principal's Letter before Reports Are Distributed**
- **Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)**
- **Sample Front Pages of STAR Performance Report—Grade 4**
- **Sample Back Pages of STAR Performance Report—Grade 4**

Grades 6–8

- **Sample School/Home Newsletter Insert**
- **Sample Principal's Letter before Reports Are Distributed**
- **Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)**
- **Sample Front Pages of STAR Performance Report—Grade 7**
- **Sample Back Pages of STAR Performance Report—Grade 7**

Grades 9–11

- **Sample School/Home Newsletter Insert**
- **Sample Principal's Letter before Reports Are Distributed**
- **Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)**
- **Sample Front Pages of STAR Performance Report—Grade 9**
- **Sample Back Pages of STAR Performance Report—Grade 9**

R e p o r t i n g

2002 STAR Results to Parents/Guardians

In spring 2002, more than 4 million public school students throughout the state participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 2 through 8 took STAR tests in reading, writing, spelling, and mathematics. Students in grades 9, 10, and 11 were tested in reading, writing, mathematics, history-social science, and science.

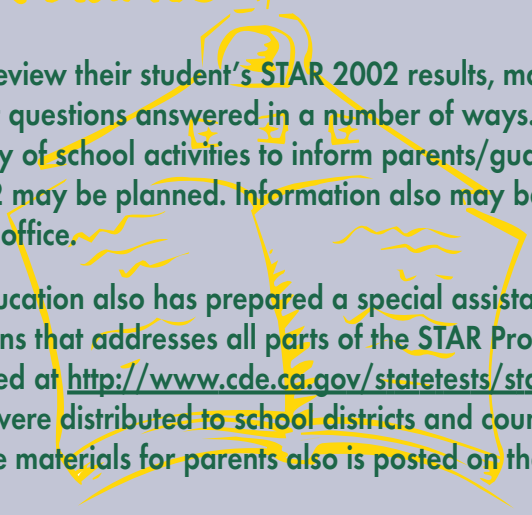
In its fifth year, the 2002 STAR Program had two testing components that only are given in English: (1) the California Standards Tests and (2) the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9).

The purpose of the California Standards Tests is to better align the STAR Program with state academic content standards that specify what students should know and be able to do at every grade. The purpose of the Stanford 9, a norm-referenced test, is to compare the achievement of individual students to a national sample of students tested in the same grade at the same time of year.

In addition to the STAR tests in English, Spanish-speaking English learners who were enrolled in California public schools less than 12 months at the time of testing were given the Spanish Assessment of Basic Education (SABE/2).

Reports of each student's results on all STAR tests are to be mailed home within 20 days after they arrive in the district. Reports of results for the Standards Tests and the Stanford 9 are separate from the report of results for the SABE/2.

Parent Assistance



As parents/guardians begin to review their student's STAR 2002 results, many questions may come to mind. Parents/guardians can get questions answered in a number of ways. They can contact their children's teacher or school office. A variety of school activities to inform parents/guardians about individual student and school results for STAR 2002 may be planned. Information also may be available through the STAR test coordinator at the school district office.

The California Department of Education also has prepared a special assistance packet for Reporting 2002 STAR Results to Parents/Guardians that addresses all parts of the STAR Program in more detail. This parent assistance packet has been posted at http://www.cde.ca.gov/statetests/star/star.html on the Internet. Copies of the assistance packet were distributed to school districts and county offices of education. A Spanish translation of the sample materials for parents also is posted on the Internet.

Standards and Assessment Division • California Department of Education

May 2002

Questions & Answers for Parents

What is the STAR testing program?

One part of the state testing system is called the Standardized Testing and Reporting (STAR) Program. This program, administered annually, was authorized in 1997 by state law (Senate Bill 376). The purpose of the STAR Program is to help measure how well students are learning basic academic skills.

Who must take the STAR tests?

All students in grades 2 through 11 must take the designated STAR tests. Students learning English and students in special education programs are included. Only students whose Individualized Education Program (IEP) specify alternate assessments to STAR testing and students with written parent requests to exempt them do not take the STAR tests.

What tests did the students take in spring 2002?

The 2002 STAR Program had three components:

- California Standards Tests, based on state academic content standards
- the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement
- the Spanish Assessment of Basic Education, 2nd Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill

What are California Standards Tests?

California Standards Tests were developed specifically, for California public schools. These tests are aligned to state-adopted academic content standards in reading, writing, mathematics, history-social science, and science. The purpose of the California Standards Tests is to better align the STAR Program with state academic content standards that specify what students should know and be able to do at every grade.

What subjects were tested in English?

The California Standards Tests covered reading, writing, and mathematics in grades 2 through 11; and history-social science and science in grades 9 through 11. In addition to the tests given to all students in grades 2 through 8, students in grades 4 and 7 were required to write an essay. Students in grades 2 through 8 were tested with the Stanford 9 in reading, written expression (language), spelling, and mathematics. Students in grades 9 through 11 were tested in reading, written expression (language), mathematics, history-social science, and science.

What about English learners?

In addition to taking the California Standards Tests and the Stanford 9 in English, Spanish-speaking English learners who had been enrolled in California public schools less than 12 months were required to take the SABE/2. This part of the test was optional if the students had been enrolled in California public schools 12 months or more.

Who gave the STAR tests, and how long did they take?

Teachers who received special training gave the STAR tests at the local school. It took 7–8 hours to complete the California Standards Tests and the Stanford 9, depending on the grade level. The SABE/2 added about 4 hours for English learners. STAR testing was spread over several days.

How were questions on the tests asked?

All test questions were in a multiple-choice format, except for the student essays in grades 4 and 7. The multiple-choice questions required students to select the correct answer from four or five possible answers. The student essay required students to respond to a writing task.

What was done to help students with special needs?

Most students with special needs took the test with all other students under standard conditions. Certain accommodations and adaptations such as Braille or large-print tests were provided for special education students who needed assistance. Accommodations also might include revised test directions or the use of aides and/or aids to provide additional help.

The accommodations must match those included in each student's Individualized Education Program (IEP) or section 504 Plan for classwork throughout the year.

What was done to help English Learners?

English Learners who had been enrolled in California public schools less than 12 months could use bilingual dictionaries or have teachers translate the test directions in addition to other accommodations. Local school boards have adopted a policy to allow this assistance.

Q&A

How and when do parents/guardians get their student's test results for 2002?

Each student's test results for 2002 must be reported to parents/guardians within 20 working days after the school district receives them. In most cases these reports are mailed. Group results by grade level for each school, district, county, and the state are to be posted on the Internet no later than August 15, 2002. Results for the California Standards Tests and the Stanford 9 and results for the SABE/2 are on separate reports.

How are individual test results for STAR 2002 reported for students?

The overall results for the 2002 California Standards Tests include the scale score and the performance level achieved for each subject area tested. There are five performance levels students can achieve: advanced, proficient, basic, below basic, and far below basic. The levels indicate how well students met state standards for each subject area tested. The goal is to have all students performing at proficient and advanced levels.

The student writing samples in grades 4 and 7 received separate scores that were combined with scores for the multiple-choice questions for writing to determine the performance levels for English-Language Arts. In addition, the score for each student's writing sample is also reported as a Writing Application score.

The Stanford 9 results are reported as national percentiles. A national percentile compares the student's results with scores of a national sample of students in the same grade that was tested at the same time of the school year. SABE/2 results are reported as reference only percentiles, because students' results are compared to Spanish-speaking English learners who were enrolled in bilingual classes.

Is the California Reading List Number Reported?

Yes. For the third year, a California Reading List Number on the STAR Performance Report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Reading Comprehension score on the Stanford 9 and ranges from 1–13+.

Where can parents/guardians find the California Reading List?

Parents/guardians can find the approved reading list at http://star.cde.ca.gov on the Internet. Internet access is available at most California public libraries. Reading list information may also be obtained from local school districts or county offices of education.

How are the STAR test results used?

Teachers, parents/guardians, and students use individual STAR results to help monitor each student's academic progress. Individual student results are merged to prepare grade-level reports by subject area for each school, district, county, and the state. The results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs.

California Standards Tests and Stanford 9 test results for 2002 will be used to calculate the 2002 Academic Performance Index (API) for schools throughout California. The API, part of the state's accountability program, is used to rank the academic performance of schools, set growth targets, and monitor progress.

How can parents/guardians help the school improve student achievement?

Schools invite parents/guardians and other community members to become actively involved in improving student learning. Every school has various committees of parents/guardians who assist in school decision making, including the Parent Teacher Association and school site councils. In addition, individual teachers are frequently in search of volunteers to help with classroom instruction. Research studies show that parent/guardian and community involvement in the school can improve academic achievement.

How can parents/guardians learn more about the STAR test results?

The district may provide a brief explanation about the results with the STAR Performance Reports. No school, district, county, or state results are reported on the individual student reports. These results will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Individual student scores will not be on the Internet.

Helping Your Children Achieve

Suggestions for Parents

As you talk with your children's teachers about results of the Standardized Testing and Reporting (STAR) Program, one question you may have is, "How can I help them do better?"

Parents or guardians play an important role in their children's education. Positive attitudes at home about completing school assignments, learning new skills, and "doing your best" can make a difference. Research about learning shows that a great deal can be done at home to increase a student's academic performance.

There are many things you can do to support your student's education. Review the state's academic content standards on the back of your child's STAR Performance Report. The information presented describes what students are expected to know and be able to do as they move through school. Some activities for helping your students in reading, writing, spelling, mathematics, and other academic areas follow.

In Reading and Writing

- Talk with your children about their studies, homework, and what they did at school. Listen to your children read and read stories aloud to them.
- Have a family time when you read the newspaper, a magazine, or a book, and your children read their own books. Talk about what you and your children are reading and words they do not understand.
- Encourage your children to write such things as shopping lists, thank-you notes, requests, short stories, recipes, and journals.
- Set a limit on the amount of time your children watch television. Watch and discuss television programs with them whenever possible.
- Take your children to the library regularly and help them select their books.

In Mathematics

- Attend parent education classes about mathematics to prepare for questions that your children might ask at home.
- Check with your children every day to make sure homework assignments are completed.
- Ask questions about mathematics and solve problems as you play games, watch television, or prepare a favorite recipe.
- Show children how you use mathematics in what you do every day (e.g., cooking, crafts, automobile repair, speedometer reading, shopping).
- Help your children read charts or graphs in newspapers, magazines, or television, and talk about what they mean.

In Other Academic Areas

Other academic areas such as science and history-social science challenge students to combine reading and mathematics skills with their knowledge of the subject. Parents should share their interests in these academic areas because children become interested in what is discussed at home. Family trips might include visits to museums and historic sites. Television viewing might include one night a week when the family chooses to learn about a topic of the student's choice. Newspapers, magazine articles, or television programs about a new scientific discovery or an important historical event should be shared and discussed.

You Can Help Your Children Do Better on Tests

- Attend parent information meetings. Ask questions about the major tests given to students and other ways academic achievement is measured.
- Know when the major tests such as the STAR tests will be given and what grade levels and subject areas will be covered.
- Discuss coming tests with your children and try to reduce pre-test anxieties.
- Make sure your children get a good night's rest and breakfast before a big test.
- Attend parent-teacher conferences to find out how well your children are achieving and what they need to do to improve.

Grades 2–5
Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 2 through 5 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In addition to the tests given to all students in spring 2002, fourth graders prepared an essay in response to a writing task. The written essays received separate Writing Applications scores. These scores also were combined with multiple-choice questions for writing to calculate students' performance levels for English-language arts.

STAR Performance Reports with each student's test results will be mailed home within 20 days after it arrives in the district. Reports of results for the California Standards Tests and the Stanford 9 are separate from the report of results for the SABE/2. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to each student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help parents/guardians obtain a list of state-recommended books that are at their student's reading level based on his or her Stanford 9 Reading Comprehension score. For a copy of the reading list, visit the STAR website (http://star.cde.cde.ca.gov).

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also may call the school's (district's) test information hotline at _____

Grades 2–5
Sample Principal's Letter before Reports Are Distributed

Dear Parents or Guardians:

Your student, along with public school students throughout California, participated in the state's Standardized Testing and Reporting (STAR) Program this spring. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 2 through 5 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In addition to the tests given to all students in spring 2002, fourth graders prepared an essay in response to a writing task. The written essays received separate Writing Application scores. These scores also were combined with multiple-choice questions for writing to calculate students' performance levels for English-language arts.

A report of your student's results on the STAR tests will be sent to your home within 20 days after it arrives in the district. If your student took the SABE/2, results for that test will be on a separate report. The STAR Performance Reports also include the California Reading List Number that is tied to your student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you

have further questions after reading the report, you can call the school's (district's) test information hotline at _____. Additional information about student scores will be made available when school starts in the fall.

The 2002 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. The back of the report provides an overview of California's academic content standards for English-language arts, mathematics, science, and history-social science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at _____ school invites you to attend any of the scheduled activities to help you better understand the STAR 2002 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

Grades 2–5

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests with accommodations.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2002. This is the fifth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics. For the second time, students in grade 4 also wrote an essay.

The STAR 2002 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,
Principal

About Your Student's STAR Performance Report—Grade 4

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the Stanford Achievement Test, Ninth Edition (Stanford 9) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the Report.

Academic Standards: California Standards Test—Grade 4

This section reports results of the California Standards Tests in English-Language Arts and Mathematics. These results show how well students are meeting state academic content standards for each subject area tested. The overall results for each subject include the scale score and the performance level achieved. The specific results include total questions and the number correct for specific components of the state standards that are addressed on each test.

Scale Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's academic content standards as measured by this test.

Total Questions/Number Correct: The total number of questions asked and number answered correctly for specific components of the standards addressed.

Writing Applications (for grade 4): A separate score that students receive for the written essay that is required in grade 4. This score is combined with scores for multiple-choice questions for writing to become part of the overall score for English-language arts.

National Comparison: Stanford 9, Form T

Subtests and Totals: Student scores are listed for each subject area tested with the Stanford 9, Form T. In addition to the total scores, students also receive scores for each subtest within each subject area tested. The total reading test, for example, is divided into subtests for vocabulary and reading comprehension. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the total questions, the number correct, and the student's percentile rank.

Total Questions: The number of questions on each test.

Number Correct: The number of questions the student answered correctly.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

If your child's report includes an "NS" next to the percentile rank, this means that your child may have been given extra time to complete the test, had questions read to him or her, or used a calculator on the math tests. If you see an "NS," you should interpret the math score cautiously because your child was tested under different conditions than most children.

California Reading List: The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at http://star.cde.ca.gov on the Internet.

Backer Text: The back of the report provides an overview of what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.

Sample Front Page 1 of Performance Report – Grade 4

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

Rob A Lucas

Student No. 000
DOB: 02/19/92 Grade: 4 Test Date: 05/02
Teacher: Noriega (0000123456)
School: Johnson Elementary (0000005)
District: Langeberg Unified (3456789)

Parents of:

Rob A Lucas
123 Main Street
Los Angeles, California 90210

STAR Standardized Testing And Reporting Program

Academic Standards: California Standards Test – Grade 4

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score.
In English-language arts, scores are:

- Far Below Basic: a score below 268
- Below Basic: 269-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	30
Word Analysis and Vocabulary	21	16
Reading Comprehension	18	13
Literary Response and Analysis	11	11
Writing	48	39
Writing Strategies	22	19
Written and Oral Language Conventions	18	15
Writing Applications*	8	5

Writing Applications *

Students tested with the fourth- and seventh-grade California English-Language Arts Standards Tests take both a writing test and a multiple-choice test. For the writing test, students demonstrate their ability to write by producing an essay on a specific topic.

The type of writing tested at each grade may change from year to year. Fourth graders might be asked to write a narrative, to write a summary of information they are given, or to read a short story and write a response for it. Seventh graders might be asked to write a fictional or autobiographical narrative, a summary of information, a response to literature, or a persuasive essay. Seventh graders are expected to include more details in their writing and to use more complex sentences and vocabulary than fourth graders.

The writing test is based on California's academic writing application standards. Each student's essay is scored by at least two readers before being assigned points based on objective criteria. The writing score of 2-8 points then becomes part of the student's overall score in English-language arts.

Sometimes a writing test cannot be scored. In those cases, a code appears in place of the writing score. The codes are **C** - the student copied the task instead of completing it, **I** - the student's writing was illegible, **L** - the student wrote in a language other than English, **T** - the student wrote an essay on something other than the assigned topic, **B** - the student submitted a blank paper, **R** - the student refused to write, **W** - the student wrote on a prompt from an earlier administration. Codes of C, I, L, and T were assigned scores of "0" so that an overall English-language arts score could be reported. Codes of B, R and W mean that the student received no overall English-language arts score.

Students in other grades who are tested at the fourth or seventh grade level also take the writing test.

STAR Standardized Testing And Reporting Program

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Sample Front Page 2 of Performance Report – Grade 4

California Standards Test – Grade 4, continued

Report for **Rob A Lucas**

Mathematics

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
355				◆	

Your child's performance level is based on his or her overall score.
In mathematics, scores are:

- Far Below Basic: a score below 244
- Below Basic: 245-299
- Basic: 300-349
- Proficient: 350-400
- Advanced: 401 or higher

Specific Results

Mathematics Components	Total Questions	Number Correct
Number Sense		
Decimals, fractions, and negative numbers	16	12
Operations and factoring	15	12
Algebra and Functions	18	13
Measurement and Geometry	12	9
Statistics, Data Analysis, and Probability	4	3

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 4 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank
Reading	84	65		64
Vocabulary	30	23		49
Reading Comprehension	54	42		68
Total Mathematics	78	68		90
Problem Solving	48	42		91
Procedures	30	26		82
Language	48	40		82
Language Mechanics	24	20		81
Language Expression	24	20		79
Spelling	30	14		22

Below Average: 1 10 | Average: 30 50 70 | Above Average: 90 99

California Reading List Number	
Your child's reading list number is	**7**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

Sample Back Page 1 of Performance Report – Grade 4

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the state board of education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. For a free copy of the complete standards, call the department of education, (800) 995-4099, or visit www.cde.ca.gov/standards.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers and students can access the California Reading List at http://star.cde.ca.gov. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories. They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why* and *how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of materials (children's literature, magazines and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read with understanding both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate the works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing, for example, the media's impact on how decisions are made in a democracy.

Mathematics

By the time students' graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to understand patterns, solving problems involving functional relationships, and making generalizations.
- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere and cone.

In First Grade, students count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two-digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple

Sample Back Page 2 of Performance Report – Grade 4

graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals; solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as the Pythagorean theorem, to compute the length of an unknown side. They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the areas of study for each grade. Students begin with understanding their immediate surroundings (their classrooms and neighborhoods), and their study grows to include California, the United States and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility and the rules that govern society, the varied backgrounds of American citizens and the basics of economics and local and national governments.

In Fourth Grade, students learn the history, geography and government of California, including the Native American, Spanish-Mexican, Gold Rush and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography up to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century, and world history from the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal and other governments. They also study economic concepts, operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific methods.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.

Explanation for Abbreviations When No Score is Reported

DNA	Did not answer. The student did not attempt some or all of the test.
Test Not Taken	The student did not take a standards based course and therefore did not take a standards-based test.
NA[1]	The student's score was zero.
NS	The student was tested with nonstandard accommodations or with a Stanford 9 test that was two or more grade levels different from the grade in which he or she was enrolled.

Grades 6–8
Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 6 through 8 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In addition to the tests given to all students in spring 2002, seventh graders prepared an essay in response to a writing task. The written essays received separate Writing Application scores. These scores also were combined with multiple-choice questions for writing to calculate students' performance levels for English-language arts.

In grades 6 through 8, questions for the California Standards Tests in reading and writing were tied to what students should know and be able to do at specific grade levels. That was also true for the mathematics questions on the Standards Tests in grades 6 and 7. In grade 8, however, mathematics questions on the Standards Tests were tied to the specific math course in which a student was enrolled. For example, an eighth grader in algebra I took the Algebra I Standards Test. Eighth and ninth graders who were not taking algebra I or who were in the first year of a two-year algebra I course were given the General Mathematics Standards Test.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive in the district. Reports of results for the California Standards Tests and the Stanford 9 are separate from the report of results for the SABE/2. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to each student's Reading Comprehension score on the Stanford 9. The

purpose of this part of the report is to help parents/guardians obtain a list of books appropriate for their student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also may call the school's (district's) test information hotline at _____.

Grades 6–8
Sample Principal's Letter before Reports Are Distributed

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

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A report of your student's results on the STAR tests will be sent to your home within 20 days after it arrives in the district. If your student took the SABE/2, results for that test will be on a separate report. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to your student's Reading Comprehen-

sion score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at _____. Additional information about student scores will be made available when school starts in the fall.

The 2002 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. The back of the report provides an overview of California's academic content standards for English-language arts, mathematics, science, and history-social science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at _____ school invites you to attend any of the activities scheduled to help you better understand the STAR 2002 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

Grades 6–8

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests with Stanford 9)

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests with accommodations.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2002. This is the fifth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics. For the second time, students in grade 7 also wrote an essay.

The STAR 2002 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,
Principal

About Your Student's STAR Performance Report—Grade 7

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the Stanford Achievement Test, Ninth Edition (Stanford 9) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the Report.

Academic Standards: California Standards Test—Grade 7

This section reports results of the California Standards Tests in English-Language Arts and Mathematics. These results show how well students are meeting state academic content standards for each subject area tested. The overall results for each subject include the scale score and the performance level achieved. The specific results include total questions and the number correct for specific components of the state standards that are addressed on each test.

Scale Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's academic content standards as measured by this test.

Total Questions/Number Correct: The total number of questions asked and number answered correctly for specific components of the standards addressed.

Writing Applications (for grade 7): A separate score that students receive for the written essay that is required in grade 7. This score is combined with scores for multiple-choice questions for writing to become part of the overall score for English-language arts.

National Comparison: Stanford 9, Form T

Subtests and Totals: Student scores are listed for each subject area tested with the Stanford 9, Form T. In addition to the total scores, students also receive scores for each subtest within each subject area tested. The total reading test, for example, is divided into subtests for vocabulary and reading comprehension. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the total questions, the number correct, and the student's percentile rank.

Total Questions: The number of questions on each test.

Number Correct: The number of questions the student answered correctly.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

If your child's report includes an "NS" next to the percentile rank, this means that your child may have been given extra time to complete the test, had questions read to him or her, or used a calculator on the math tests. If you see an "NS," you should interpret the math score cautiously because your child was tested under different conditions than most children.

California Reading List: The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at http://star.cde.ca.gov on the Internet.

Backer Text: The back of the report provides an overview of what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.

Sample Front Page 1 of Performance Report – Grade 7

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

ELIZABETH A HARRISON

Student No. 000
DOB: 03/15/90 Grade: 7 Test Date: 05/02
Teacher: WILLIAMS (0000125311)
School: JOHNSON MIDDLE SCH (0009544)
District: LANGEBERG UNIFIED (3456789)

Parents of:

Elizabeth A Harrison
2446 King Dr.
Los Angeles, California 90210

Academic Standards: California Standards Test – Grade 7

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score. In English-language arts, scores are:

- Far Below Basic: a score below 262
- Below Basic: 263-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	13	11
Reading Comprehension	22	13
Literary Response and Analysis	15	12
Writing	48	38
Writing Strategies	21	18
Written and Oral Language Conventions	19	15
Writing Applications*	8	5

Writing Applications *

Students tested with the fourth- and seventh-grade California English-Language Arts Standards Tests take both a writing test and a multiple-choice test. For the writing test, students demonstrate their ability to write by producing an essay on a specific topic.

The type of writing tested at each grade may change from year to year. Fourth graders might be asked to write a narrative, to write a summary of information they are given, or to read a short story and write a response for it. Seventh graders might be asked to write a fictional or autobiographical narrative, a summary of information, a response to literature, or a persuasive essay. Seventh graders are expected to include more details in their writing and to use more complex sentences and vocabulary than fourth graders.

The writing test is based on California's academic writing application standards. Each student's essay is scored by at least two readers before being assigned points based on objective criteria. The writing score of 2-8 points then becomes part of the student's overall score in English-language arts.

Sometimes a writing test cannot be scored. In those cases, a code appears in place of the writing score. The codes are **C** - the student copied the task instead of completing it, **I** - the student's writing was illegible, **L** - the student wrote in a language other than English, **T** - the student wrote an essay on something other than the assigned topic, **B** - the student submitted a blank paper, **R** - the student refused to write, **W** - the student wrote on a prompt from an earlier administration. Codes of C, I, L, and T were assigned scores of "0" so that an overall English-language arts score could be reported. Codes of B, R and W mean that the student received no overall English-language arts score.

Students in other grades who are tested at the fourth or seventh grade level also take the writing test.

Sample Front Page 2 of Performance Report – Grade 7

California Standards Test – Grade 7, continued

Report for **ELIZABETH A HARRISON**

Mathematics

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
378				◆	

Your child's performance level is based on his or her overall score. In mathematics, scores are:

- Far Below Basic: a score below 256
- Below Basic: 257-299
- Basic: 300-349
- Proficient: 350-413
- Advanced: 414 or higher

Specific Results

Mathematics Components	Total Questions	Number Correct
Number Sense		
Rational numbers	15	12
Exponents, powers, and roots	7	4
Algebra and Functions		
Quantitative relationships and evaluations expressions	10	8
Multistep problems, graphing, and functions	15	10
Measurement and Geometry	13	10
Statistics, Data Analysis, and Probability	5	4

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 7 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank (Below Average 1 10 / Average 30 50 70 / Above Average 90 99)
Reading	84	65		64
Vocabulary	30	23		49
Reading Comprehension	54	42		68
Total Mathematics	80	68		90
Problem Solving	50	42		91
Procedures	30	26		82
Language	48	40		82
Language Mechanics	24	20		81
Language Expression	24	20		79
Spelling	30	14		22

California Reading List Number	
Your child's reading list number is	**10**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

Sample Back Page 1 of Performance Report – Grade 7

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the state board of education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. For a free copy of the complete standards, call the department of education, (800) 995-4099, or visit www.cde.ca.gov/standards.

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Mathematics

By the time students' graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to understand patterns, solving problems involving functional relationships, and making generalizations.
- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere and cone.

In First Grade, students count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two-digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple

Sample Back Page 2 of Performance Report – Grade 7

graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals; solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as the Pythagorean theorem, to compute the length of an unknown side. They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the areas of study for each grade. Students begin with understanding their immediate surroundings (their classrooms and neighborhoods), and their study grows to include California, the United States and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility and the rules that govern society, the varied backgrounds of American citizens and the basics of economics and local and national governments.

In Fourth Grade, students learn the history, geography and government of California, including the Native American, Spanish-Mexican, Gold Rush and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography up to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century, and world history from the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal and other governments. They also study economic concepts, operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific methods.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.

Explanation for Abbreviations When No Score is Reported

DNA	Did not answer. The student did not attempt some or all of the test.
Test Not Taken	The student did not take a standards based course and therefore did not take a standards-based test.
NA[1]	The student's score was zero.
NS	The student was tested with nonstandard accommodations or with a Stanford 9 test that was two or more grade levels different from the grade in which he or she was enrolled.

Grades 9–11
Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English Learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 9 through 11 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In grades 9 through 11, questions for the California Standards Tests in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. Ninth graders who were not yet taking algebra I or who were in the first year of a two-year algebra I course were given the General Mathematics Standards Test. This test assesses the academic mathematics content standards for grades 6 and 7 and was designed to test pre-algebra skills. Students who had completed algebra II or 3rd-year integrated math were given the High School Mathematics Standards Test. Students in grades 10 or 11 who were not enrolled in, or had not completed one of the specified math courses were not given a Mathematics Standards Test.

California Science Standards Tests also were tied to the science course in which students were enrolled or had completed during the school year. Science courses for which there were standards tests included: earth science, biology, chemistry, physics, and coordinated/integrated science. Students in grades 9, 10, and 11 who were not enrolled or did not complete one of the specified courses did not take a Science Standards Test.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive in the district. Reports of results for the California Standards

Tests and the Stanford 9 are separate from the report of results for the SABE/2. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to each student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help parents/guardians obtain a list of books appropriate for their student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also can call the school's (district's) test information hotline at _____.

Grades 9–11
Sample Principal's Letter before Reports Are Distributed

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program this spring. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English Learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 9 through 11 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In grades 9 through 11, questions for the California Standards Tests in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. With two exceptions, the Mathematics Standards Tests in grades 9 through 11 were tied to the specific math course in which a student was enrolled. Mathematics Standards Tests were offered for algebra I, geometry, algebra II, 1st-year integrated mathematics, 2nd-year integrated mathematics, and 3rd-year integrated mathematics. A High School Mathematics Standards Test was given to students who completed algebra II or 3rd-year integrated mathematics at any time before testing began. Ninth graders not enrolled in one of the specified math courses or who were enrolled in the first year of a two-year algebra I course were given the General Mathematics Standards Test.

California Science Standards Tests were tied to the science course in which students were enrolled or had completed during the school year. Science courses for which there were standards tests included: earth science, biology, chemistry, physics, and coordinated/integrated science. Students in grades 9, 10, and 11 who were not enrolled or did not complete one of the specified courses did not take a Science Standards Test.

A report of your student's results on the STAR tests will be sent to your home within 20 days after it arrives in the district. If your student took the SABE/2, results for that test will be on a separate report. For the second year, STAR Performance Reports also include the California Reading List Number that is tied to your student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at _____. Additional information about student scores will be made available when school starts in the fall.

The 2002 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. The back of the report provides an overview of California's academic content standards for English-language arts, mathematics, science, and history-social science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at _____ school invites you to attend any of the activities, scheduled to help you better understand the STAR 2002 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

Grades 9–11

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests with Stanford 9)

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests in a non-standard manner.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2002. This is the fifth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

The STAR 2002 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,
Principal

About Your Student's STAR Performance Report—Grade 9

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the Stanford Achievement Test, Ninth Edition (Stanford 9) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the Report.

Academic Standards: California Standards Test—Grade 9

This section reports results of the California Standards Tests in English-Language Arts, Mathematics, History-Social Science, and Science. These results show how well students are meeting state academic content standards for each subject area tested. The Standards Tests in English-Language Arts and History-Social Science are specific to the grade levels tested. The Standards Tests in Mathematics and Science are specific to the standards-based courses in which students are enrolled. The overall results for each subject include the scale score and the performance level achieved. The specific results include total questions and the number correct for specific components of the state standards that are addressed on each test.

Scale Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's academic content standards as measured by this test.

Total Questions/Number Correct: The total number of questions asked and number answered correctly for specific components of the standards addressed.

National Comparison: Stanford 9, Form T

Subtests and Totals: Student scores are listed for each subject area tested with the Stanford 9, Form T. In addition to the total scores, students also receive scores for each subtest within each subject area tested. The total reading test, for example, is divided into subtests for vocabulary and reading comprehension. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the total questions, the number correct, and the student's percentile rank.

Total Questions: The number of questions on each test.

Number Correct: The number of questions the student answered correctly.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

If your child's report includes an "NS" next to the percentile rank, this means that your child may have been given extra time to complete the test, had questions read to him or her, or used a calculator on the math tests. If you see an "NS," you should interpret the math score cautiously because your child was tested under different conditions than most children.

California Reading List: The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at http://star.cde.ca.gov on the Internet.

Backer Text: The back of the report provides an overview of what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.

Sample Front Page 1 of Performance Report – Grade 9

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

Bianca H Mata

Student No. 000
DOB: 02/12/88 Grade: 9 Test Date: 05/02
Teacher: Michaelson (0000789012)
School: Johnson Middle Sch (0009544)
District: Langeberg Unified (3456789)

Parents of:

Bianca H Mata
123 Main Street
Los Angeles, California 90210

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

Academic Standards: California Standards Test – Grade 9

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
359				◆	

Your child's performance level is based on his or her overall score.
In English-language arts, scores are:

- Far Below Basic: a score below 264
- Below Basic: 265-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	10	7
Reading Comprehension	21	18
Literary Response and Analysis	19	11
Writing	40	31
Writing Strategies	16	11
Written and Oral Language Conventions	24	20

Mathematics: Geometry

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
383				◆	

Your child's performance level is based on his or her overall score.
In Geometry, scores are:

- Far Below Basic: a score below 246
- Below Basic: 247-299
- Basic: 300-349
- Proficient: 350-417
- Advanced: 418 or higher

Specific Results

Geometry Components	Total Questions	Number Correct
Logic and Geometric Proofs	23	18
Volume and Area Formulas	11	7
Angle Relationships, Constructions, and Lines	16	14
Trigonometry	15	12

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

Sample Front Page 2 of Performance Report – Grade 9

California Standards Test – Grade 9, continued

Report for **Bianca H Mata**

History-Social Science Cumulative

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
503					◆

Your child's performance level is based on his or her overall score. In history-social science cumulative, scores are:

- Far Below Basic: a score below 270
- Below Basic: 271-299
- Basic: 300-349
- Proficient: 350-395
- Advanced: 396 or higher

Specific Results

History-Social Science Components	Total Questions	Number Correct
California: A Changing State; and U.S. History and Geography; Making a New Nation	15	14
World History and Geograhy: Ancient Civilizations	11	11
World History and Geography: Medieval and Early Modern Times	14	13
U.S. History and Geography: Growth and Conflict	20	18

Sciences: Earth Science

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
383				◆	

Your child's performance level is based on his or her overall score. In Earth Science, scores are:

- Far Below Basic: a score below 276
- Below Basic: 277-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393 or higher

Specific Results

Earth Science Components	Total Questions	Number Correct
Investigation and Experimentation	9	6
Astronomy and Cosmology	16	13
Solid Earth	12	8
The Earth's Energy	23	19

STAR State of California Standardized Testing And Reporting Program

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 9 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank (Below Average 1 10 / Average 30 50 70 / Above Average 90 99)
Reading	84	58		49
Vocabulary	30	19		43
Reading Comprehension	54	39		53
Mathematics	48	19		37
Language	48	25		31
Language Mechanics	24	9		17
Language Expression	24	16		48
Science	40	22		64
Social Science	40	17		48

California Reading List Number	
Your child's reading list number is	**12**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

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Sample Back Page 1 of Performance Report – Grade 9

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the state board of education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. For a free copy of the complete standards, call the department of education, (800) 995-4099, or visit www.cde.ca.gov/standards.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers and students can access the California Reading List at http://star.cde.ca.gov. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories. They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why* and *how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of materials (children's literature, magazines and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read with understanding both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate the works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing, for example, the media's impact on how decisions are made in a democracy.

Mathematics

By the time students' graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to understand patterns, solving problems involving functional relationships, and making generalizations.
- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere and cone.

In First Grade, students count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two-digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple

Sample Back Page 2 of Performance Report – Grade 9

graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals; solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as the Pythagorean theorem, to compute the length of an unknown side. They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the areas of study for each grade. Students begin with understanding their immediate surroundings (their classrooms and neighborhoods), and their study grows to include California, the United States and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility and the rules that govern society, the varied backgrounds of American citizens and the basics of economics and local and national governments.

In Fourth Grade, students learn the history, geography and government of California, including the Native American, Spanish-Mexican, Gold Rush and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography up to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century, and world history from the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal and other governments. They also study economic concepts, operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific methods.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.

Explanation for Abbreviations When No Score is Reported

DNA	Did not answer. The student did not attempt some or all of the test.
Test Not Taken	The student did not take a standards based course and therefore did not take a standards-based test.
NA[1]	The student's score was zero.
NS	The student was tested with nonstandard accommodations or with a Stanford 9 test that was two or more grade levels different from the grade in which he or she was enrolled.

Section IV

Sample Principal's Letter and Explanation for Home Report (SABE/2)

Sample Home Report

Sample Principal's Letter and Explanation for Home Report (SABE/2)

Dear Parents or Guardians:

Enclosed is a report of your student's results for the Spanish Assessment of Basic Education, Second Edition (SABE/2), given in spring 2002. Your student took the SABE/2 test in Spanish as part of California's Standardized Testing and Reporting (STAR) Program. The SABE/2 test for students in grades 2 through 11 covered reading, language, math, and spelling.

As part of the STAR Program, your student also took the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). The Standards Tests and the Stanford 9 test were given to all students in English. A more detailed description about these tests will be included with your student's results for the STAR Performance Report.

Since your student is learning English, you may see differences between the scores reported on the STAR Performance Report and the SABE/2 Home Report. As your children learn more English, their scores on the Standards Tests and the Stanford 9 should improve.

Test results for the SABE/2 may require more explanation than is on this report; therefore, our school staff has scheduled a special parent/guardian information night on _____at _____, beginning at _____p.m. For further information about the report, you may call the school 's (district's) test information hotline at _____.

The entire staff at _____school welcomes your questions and comments about your student 's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,

Principal

Note: It may be helpful to have a special information meeting for parents/guardians of students who took the SABE/2. This would provide an opportunity for them to ask questions about their student's learning and to receive assistance in their primary language.

About Your SABE/2 Home Report

Student Information

General information such as the student's age, the date of testing, and the school and district in which the test was taken is listed in the upper left corner of the Home Report.

Overall Performance

This section of the report shows the overall performance of your student for total reading, total language, and total math. The total battery score is a combination of the three academic areas tested. The overall performance box includes the following information:

Percentile scores: The bar graphs show percentile scores for your student in the academic areas tested. The percentile score compares the student's results with student scores of native Spanish speakers at the same grade level nationwide. Percentile scores range from 1 to 99. A percentile score of 50 is average. The percentile score is not the percent of correct answers. No single number can exactly represent a student 's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

Range of performance: The left side of the overall performance box shows if your student's score in each academic area tested fell in the below-average, average, or above-average range of performance.

Subtest Scores

Boxes located on the right side of the report show results for the subtests or categories for the major academic areas tested. Reading is divided into vocabulary and comprehension; Language into mechanics and expression; Math into computation and concepts and applications; and Other Content Areas into spelling and study skills. The number shown by each category listed is a percentile score.

Suggestions for Improving Student Achievement

The boxes on the right also give general suggestions for helping students improve their achievement. Your student's teacher can provide more specific suggestions.

Results for the 2002 SABE/2 test for the STAR Program provide one measure of your student's academic achievement. Parents/guardians are encouraged to contact the school for more complete information about individual student performance.

CTB MACMILLAN/MCGRAW–HILL

508

INFORME PARA LOS PADRES

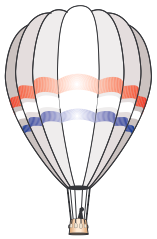
José Ruiz
GRADO: 3.7 MAESTRO/A: ANY TEACHER

CODIGO: 951170301.....

En Abril de 2002 su hijo/hija realizó el examen Spanish Assessment of Basic Education/Version 2 participando en el programa de exámenes de desempeño académico de su escuela. Estas calificaciones reflejan su desempeño en esa fecha.

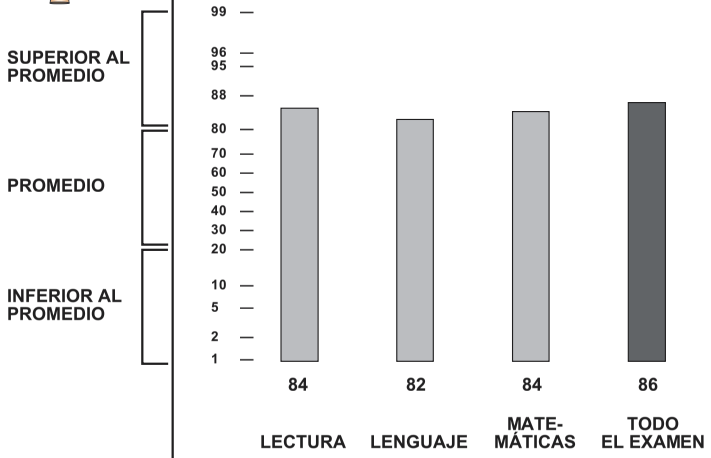
El del centro de la página es un cuadro comparativo que muestra las calificaciones de su hijo/hija en los exámenes de lectura, languaje y matemáticas. Los cuadros de la derecha presentan información más detallada acerca de sus notas en esas y otras áreas de contenido.

FECHA DE NACIMIENTO:	4/1/93
VERSION/NIVEL:	3
NORMAS DE:	CTBS/4
FECHA DEL EXAMEN:	4/8/02
CALIFICACION:	TRADICIONAL
SEMANA ACADEMICA:	31
DISTRITO:	ANY DISTRICT
ESCUELA:	ANY SCHOOL
CIUDAD:	
ESTADO:	



DESEMPEÑO ACADÉMICO

ESTAS NOTAS EN PERCENTILES MUESTRAN EL PORCENTAJE DE ESTUDIANTES EN EL GRUPO MODELO CON UN PUNTAJE INFERIOR AL DE SU HIJO/HIJA



LECTURA

PERCENTILES DE REFERENCIA

VOCABULARIO: 69
COMPRENSIÓN: 87

PUNTOS FUERTES:
- SIGNIFICADO DE PALABRAS COMPUESTAS
- DETALLES DEL TEXTO
- FORMAS ESCRITAS

SE RECOMIENDA MEJORAR EN:
- PALABRAS CON MULTIPLES SIGNIFICADOS
- IDEA PRINCIPAL
- GENERALIZACIONES

LANGUAJE

PERCENTILES DE REFERENCIA

MATEMÁTICAS

PERCENTILES DE REFERENCIA

OTRAS AREAS DE CONTENIDO

PERCENTILES DE REFERENCIA

CTBID: 88285M227540002-03-90218-000583